Progress on Peer Coaching:

* **What did I set out to do?**

After undertaking the initial peer coaching training, and being very new into my role as HAT at my school, I had a few ideas for where I wanted to take Peer coaching.

* One main job at school has been to mentor and guide teachers in improving their practice- particularly in terms of working in team teaching and weekly and/or fortnightly time tabled meetings. I felt that Peer coaching would provide an opportune way to work with several teachers. I especially wished to focus on establishing norms for meetings, working through the cycle of lesson improvement, working on the wows and wonders protocols and utilising the lesson activity checklist.
* Another way I wished to use peer coaching was to help establish a way to support and monitor two faculties through faculty professional learning. I especially felt that I could use the peer coaching norms to establish workable faculty meetings, and use the learning activity checklist and other supporting documents in order to align programing and assessment to our school plan, regional targets and other relevant policies in order to improve student learning outcomes.
* A third way I wished to use Peer coaching was to establish a way to bring in a technology platform in our school to support the learning continuum outside of school hours. In particular, I was looking for a way to put a team together to launch Moodle or a similar platform.
* **What have I done so far?**

1. I have run regular weekly meetings with targeted staff and team taught with them in order to work through a cycle of lesson improvement.

I have found with some staff, generally those in the process of first year Institute accreditation, university practicum or maintenance of accreditation, peer coaching has been well received and teachers have found a great deal of value in going through the process and have really noticed the improvement in their lessons.

This has also been useful in terms of teachers using this process aligned to the *Professional teaching standards* around Element 6- *Teachers continually improve their professional knowledge and practice* in order to evidence their learning.

The process has been less successful with teachers who have been reluctant to examine their teaching practices closely and who were of the belief that the students needed to change rather than their practices. In these instances, the peer coaching process was shelved for a while, and a more mentoring based approach taken incorporating team approaches to looking closely at how students learn and managing student behaviour. Significantly, by using a few guiding resources, such as the *Learning activity checklist* and *peer coaching norms* intermixed with mentoring strategies has led to these teachers now wishing to engage with a cycle of lesson improvement as we move into 2012.

1. By using peer coaching strategies in group scenarios, I have been able to guide and lead two faculties as they embed quality assessment into their programming with a focus on programming for 2012.

One prime example of the benefits of Peer Coaching here has been that one faculty were not communicating well and all members expressed frustration that they felt they had many ideas and were not being heard. By guiding the faculty careful through the norms of peer coaching and adhering to these at every meeting, combined with using a modified version of *Wows and Wonders* (in that each faculty member has a strict time limit to report on a project or something they are interested in, whilst the others follow the process) has really impacted positively on the faculty. They have now established a wiki for the collaboration and sharing of ideas, are working in small project based teams reporting back to the whole, and faculty members value input from their colleagues.

1. Using peer coaching, I have been able to establish a working party to look at launching Moodle in our school, and increase the use of ICT in teaching and learning programs by one task per faculty per cohort per semester linked to an assessment task by utilising staff knowledge and promoting staff leadership.

This is working really well, as we now have an action learning plan re Moodle, we are trialling elements of *Sentral* in our school, and our SDD in Term 4 will showcase a number of different staff running workshops on technology applications.

* **What will I keep doing? What will I stop doing? What else could I do that I'm not doing now?**

Keep:

Using cycle of lesson improvement in team teaching scenarios

Use Peer Coaching to facilitate faculty learning

Use Peer Coaching to facilitate ongoing technology developments in my school context

Stop:

Too early to tell.

Extend:

Training for executive and senior executive on Peer Coaching and its use in achieving our school targets.

Cycles of lesson improvement- only able to work through one cycle with people so far this year.

* **What have I learnt about myself? about leading change?**

I have learnt that I need to value the process and not be afraid of allowing the process time. I quite often found that the time required to really invest in quality coaching and achieving progress towards identified outcomes.

The same could be said about leading change, particularly in my current school context. There has been a temporary change in senior leadership and there has been a predominate feeling that we need to keep things as they are and not institute change in the current climate until we know what is happening for 2012. With that in mind, leading change has been a challenge, but not an insurmountable one.

* **What is my next step?**

My next step will be discussing and developing a plan of action in consultation with Dorothy Kindis (Deputy Principal Curriculum) about way to align Peer Coaching to our school plan for 2012.